

國立清華大學命題紙

九十學年度

系轉學生招生考試

科目 英文

科號 002-462-共 7 頁第 1 頁 *請在試卷【答案卷】內作答

102-112-122-142

I. Cloze (40%). For each numbered blank space in the following passage, choose the letter of the one answer that best fits in that space.

It is obvious that most children, if they were left to themselves, would not learn to read or write, and would grow up less (1) than they might be to the circumstances of their lives. There must be an educational (2), and children must be to some extent under authority. But (3) the fact that no authority can be wholly trusted, we must aim at having as little authority as possible, and try to think out ways by which young people's natural desires and (4) can be utilized in education.

This is far more possible than is often thought, for, after all, the desire to (5) knowledge is natural to most young people. The traditional teacher, possessing knowledge not worth (6), and (7) all skill in imparting it, imagined that young people have a native horror of instruction, but in this he was misled by failure to realize his own shortcomings. There is a charming tale of Chekhov's about a man who tried to teach a kitten to catch mice. When it wouldn't run after them he beat it, (8) even as an adult cat it (9) terror in the presence of a mouse. "This is the man who taught me Latin," Chekhov* adds. Now cats teach their kittens to catch mice, but they wait till the (10) has awakened. Then the kittens agree with their mamas that the knowledge is worth acquiring, so that (11) is not required.

The first two or three years of life have hitherto escaped the (12) of the teacher, and all authorities are agreed that those are the years in which we learn most. Every child learns to talk by its own efforts. Anyone who has watched an infant knows that the efforts required are very considerable. The child listens intently, watches movements of the lips, practices sounds all day long, and concentrates with amazing ardor. Of course grown-up people encourage him by praise, but it does not (13) them to punish him on days when he learns no new word. All that they provide is opportunity and praise. It is doubtful whether more is required at any stage.

What is necessary to make the child or young person feel that the knowledge is worth having? Sometimes this is difficult because in fact the knowledge is not worth having. It is also difficult when only a considerable amount of knowledge in any direction is useful, so that at first the pupil tends to be merely bored. In such cases, however, the difficulty is not insuperable. Take, for instance, the teaching of mathematics. A certain teacher found that almost all his boys were interested in machinery, and he provided them with opportunities for making quite (14) machines. In the course of this practical work, they (15) the necessity of making calculations, and thus grew interested in mathematics as required for the success of a constructive (16) on which they were keen. This method is expensive, and (17) patient skill on the part of the teacher. But it (18) the lines of the pupil's instinct, and is therefore likely to involve less boredom with more (19) effort. Effort is natural both to animals and men, but it must be effort for which there is an instinctive (20).

[*Anton Chekhov: the Russian dramatist and novelist.]

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|---------------------|-------------------------|-----------------|--------------------|
| (1) a. adopted | b. adjusted | c. adapted | d. aware |
| (2) a. constitution | b. intuition | c. construction | d. institution |
| (3) a. in view of | b. with a view to | c. by view with | d. for the view of |
| (4) a. impulses | b. repulsion | c. impression | d. impact |
| (5) a. inquire | b. require | c. secure | d. acquire |
| (6) a. computing | b. imparting | c. implying | d. combining |
| (7) a. avoid of | b. void of | c. devoid of | d. involved |
| (8) a. result from | b. with the result that | c. result with | d. for the result |
| (9) a. cowerd with | b. cowered for | c. cowered to | d. cowered with |
| (10) a. instinct | b. distinct | c. import | d. ingenuity |
| (11) a. disciple | b. discipline | c. discern | d. dispute |
| (12) a. defense | b. domain | c. domination | d. defiance |
| (13) a. happen to | b. incur to | c. occur to | d. incline to |

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|----------------------|----------------|----------------|----------------|
| (14) a. elaborate | b. deliberate | c. liberate | d. fabricate |
| (15) a. come upon | b. came with | c. come with | d. came upon |
| (16) a. entrance | b. enterprise | c. trance | d. entry |
| (17) a. resolves | b. invests | c. indicates | d. involves |
| (18) a. goes over | b. goes for | c. goes along | d. goes beyond |
| (19) a. intellectual | b. ineffective | c. inefficient | d. indifferent |
| (20) a. stress | b. stimulus | c. strike | d. stroke |

II. Reading Comprehension (40%). For each of the following passages, read the passage and then answer each question which follows. For each question, choose the letter of the one best answer.

A. Darwin's biographers are faced with an embarrassment of riches. His parents were both children of distinguished families that have earned biographical attention in their own right. Darwin then married his first cousin, and the family seems to have thrown practically nothing away ever since. Darwin recorded his own life in an autobiography written privately for his family, but naturally kept, and since published. The notes and records of a whole lifetime's scientific work have been maintained virtually intact. Darwin lived in only three places during a scientific career lasting fifty years; five years aboard the *Beagle* while circumnavigating the world, four years in London, and the remainder in Down House, a few miles south of London. The theory of evolution started on the *Beagle* voyage. His library on board is known, and his notes and journals from the voyage survive. Darwin wrote one long book about the voyage, while the captain of the *Beagle* wrote another. Many of the specimens that Darwin collected are still together. There is even a pictorial record of the *Beagle* voyage from the two artists that sailed with the ship. Returning home, Darwin wrote a series of personal notebooks which record the earliest developments of the theory of evolution in the most idiosyncratic and fascinating detail. Two complete preliminary versions of the theory of evolution survive, one brief and in pencil, the other longer and carefully transcribed in ink.

III for the last forty-five years of his life, Darwin worked through an enormous correspondence. Five volumes of his letters were edited by his son Francis, and a few more letters have appeared sporadically since. A definitive edition of more than 13,000 letters is planned. Many of Darwin's correspondents were scientists of great distinction. Their own correspondence with Darwin in turn survives from an age when a 'Life and Letters' was the conventional celebration of a great man's passing. Finally, Darwin prepared an immense amount of scientific material for publication, from short notes and questionnaires through longer papers to a succession of major books...

Had Darwin been a lesser figure, such a stupendous collection of biographical sources would still guarantee him a place in the history of nineteenth-century science. As it is, there is an almost unbelievably complete documentary record of the life of one of the great revolutionaries in the history of ideas. Small wonder, then, that the exploration of this record and its implications for the history of science has become what is sometimes referred to as the Darwin Industry. [Taken from Howard, J. (1982). *Darwin*. Oxford: Oxford University Press.]

21. What is this passage mainly about?

- Darwin's life
- some common misunderstandings about Darwin
- common attitudes toward Darwin
- sources of information on Darwin

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22. What attitude does the author seem to hold toward Darwin?
- great admiration
 - cautious approval of his work
 - skepticism about the value of studying his life
 - The passage does not give any good clues to his attitude.
23. What does the word *stupendous* (in the final paragraph) mean?
- specialized
 - tremendous
 - ridiculous
 - insignificant
24. Which of the following does the passage **not** say that Darwin himself produced?
- a series of drawings of the *Beagle* voyage
 - a book about the *Beagle* voyage
 - an enormous number of letters
 - detailed notes about the beginnings of the theory of evolution
25. According to the passage, the written materials left by Darwin have been
- very extensively studied.
 - largely ignored.
 - studied, but not to the extent that they deserve to be studied.
 - studied without the skeptical attitude that serious scholars should show.

B. Consider a day in the life of the semi-fictional American household—let's call them the Urbanes. The Urbane family awakens to the strains of National Public Radio—"non-commercial" radio brought to us this morning by "REI. Recreational Equipment Inc., Providing Outdoor Gear and Clothing." Mom grabs her Liz Claiborne signature purse, stuffs her Fila sweats into a Bloomin's shopping bag and heads downstairs. Let's eat! Pass the Teenage Mutant Ninja Turtle cereal to the kids. Front page of the newspaper looks grim, but not the ad for Petites Week at Macy's or the article by the 15-Minute Gourmet on the back of the Safeway ad in yesterday's Food section.

Snatches of conversation about world affairs emanate from *Good Morning America* between plugs for Tylenol and Toyota. Dad reminds the kids to take their Flintstone vitamins. And for the third time, put on your Reeboks! They pile into the car with the She-Ra lunchboxes and Lands' End backpacks, drive past the bus-stop billboard advertising those bright Benetton clothes, turn on the oldies station and sing along with the Connie Francis remake that's now an ad for the local mall—"Where the Stores Are."

Five o'clock and time to go home! The country music station is playing a song from Barbara Mandrell's album "No Nonsense"—as in No Nonsense Pantyhose, which the singer is under contract to promote. Flipping through the mail, Mom finds three fund-raising appeals, a glossy from Hecht's department store announcing unbelievable sales, four catalogs, and a *New Yorker* with an attractive 10-page spread on the glories of the Caribbean, which turns out to be not colorized John McPhee but a paid "advertorial."

After the Urbanes wrest their kids away from the TV, they tuck them into their Little Mermaid sheets and catch the tail end of *Washington Week in Review*, made possible by a generous grant from Ford Motor Co., whose high-powered Crown Victoria sedan fills the screen. Checking the time on tomorrow's theater tickets, they notice a plug for USAir. Dad spends a few absorbing moments with the J. Crew catalog, then admires the way car ads during the 11 o'clock news are always photographed on empty mountaintops. [Taken from Baldwin, D. (1996). The hard sell. In G. Goshgarian (Ed.), *The contemporary reader* (5th ed., pp. 159-166). New York: HarperCollins.]

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26. What is the main point of this passage?
- Americans are constantly surrounded by advertisements.
 - Life is hectic for the typical American family.
 - Americans need to relax more.
 - There is lots of variety in American life.
27. What is the author's attitude toward the things she is describing?
- positive
 - negative
 - balanced
 - undecided
28. Why is the Urbane family called "semi-fictional"?
- They are apparently based on a TV family.
 - They are not real but are realistic.
 - Some of their characteristics are fictional and some are not.
 - They are a real family, but their name is not "Urbane".
29. In the second paragraph, what does *plugs* mean?
- electrical connectors
 - children
 - advertisements
 - products

C. Viewed in retrospect, the Taiwan war of independence marks an important juncture in the island's history. Just as Taiwan had acquired provincial status and was becoming a truly integral part of imperial China, it was ceded to Japan as new territory for the Japanese empire. The cession turned out not to be a peaceful transfer of China's island province to Japan, as the Ch'ing and Meiji governments had desired. Instead, Taiwan declared independence and sustained warfare ensued before the island passed completely into Japanese hands.

The war ended in a lop-sided Japanese victory, as had been expected. All three top leaders fled Taiwan. Tang Ching-sung left first, followed by Ch'iu Feng-chia, who had abandoned his Hakka volunteer forces. In the end, it was Liu Yung-fu who turned out to be Taiwan's foremost resistance leader. He held out the longest and his mere presence on the island helped prolong the war. However, none of them emerged as heroes from the Taiwan war of independence. They did not engage the enemy in battle, nor did they attempt to recover lost territory. The defenders who gained glory for their heroic exploits were the commanders of volunteer battalions who were killed in action. Among them were Wu Tang-hsiang and Hsü Hsiang. They led the local units to ward off the Japanese advance in much the same manner as similar Taiwan defense forces had done previously against sizable rebel bands in many a large-scale anti-Ch'ing uprising on the island....

As a matter of fact, the Republic of Taiwan was formed by desperate leaders on the island who hastily made use of Western political concepts which seemed practicable for their purposes, with little regard for the alien principles and usages involved. The notion of a republic appealed to these founders for several reasons. By representing Taiwan as a new republic about to be overrun by an aggressive Asian foe, they hoped to gain sympathy and enlist support from one or another of the Western powers. In particular, the key leaders wished their Republic of Taiwan to gain formal international recognition as a separate state distinct from Ch'ing China so that they might directly negotiate with the various powers through regular diplomatic channels. They reasoned that in this way foreign backing could be enlisted and resistance to the Japanese sustained on the island without further embroiling the Ch'ing court in Peking

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with Japan. The founders and supporters alike apparently believed that the inauguration of a new government in Taipei would bolster the morale of the island's inhabitants and defense forces as well as present the appearance of a unified war effort. Finally, personal ambition and rivalries among several of the chief resistance leaders had an important bearing on the adoption of a republican façade for Taiwan by mid-May 1895. Perhaps the republic was just a façade, but it played an important role in that it did initiate armed resistance against the invading Japanese army. [Taken from Hung, C.-C. (2000). *A history of Taiwan*. Rimini, Italy: Il Cerchio.]

30. What is this passage mainly about?
- the history of Taiwan
 - the idea of Taiwanese independence
 - the failed Taiwan war of independence
 - the leadership of the Taiwan war of independence
31. What is the author's attitude toward the struggle for independence that he describes?
- hostile
 - sympathetic
 - cynical
 - There is no evidence about his attitude in this passage.
32. What is the author's apparent attitude toward the three Taiwanese leaders he discusses?
- He admires them.
 - He has little respect for them.
 - He greatly respects one of them but not the others.
 - There is no evidence about his attitude in this passage.
33. What does this passage suggest about the Taiwanese leaders' attitude toward the idea of a republic?
- They passionately believed in it.
 - They had no understanding of it.
 - They found it useful.
 - They were opposed to such alien concepts.
34. What does the word *disparate* (in the third paragraph) mean?
- well-organized
 - almost hopeless
 - cooperative
 - distinct
35. What does the author imply about the feelings of the Chinese government toward the Taiwanese resistance to Japan?
- that they had expected it from the beginning
 - that they approved of it
 - that they were pleasantly surprised by it
 - that they had not wanted it to occur

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D. ...let's take a look at showing off that is obnoxious, that's *not* acceptable, that's *never* nice. Like showoffs motivated by a fierce, I'm-gonna-blow-you-away competitiveness. And like narcissistic showoffs who are willing to do anything to be—and stay—the center of attention.

Competitive showoffs want to be the best of every bunch. Competitive showoffs must outshine all others. Whatever is being discussed, they have more—expertise or money or even aggravation—and better—periodontists or children or marriages or recipes for pesto—and deeper—love of animals or concern for human suffering.... Competitive showoffs are people who reside in a permanent state of sibling rivalry, insisting on playing Hertz to everyone else's Avis....

Narcissistic showoffs, however, don't bother to compete because they don't even notice there's anyone there to compete with. They talk nonstop, they brag, they dance, they sometimes quote Homer in Greek, and they'll even go stand on their head if attention should flag. Narcissistic showoffs want to be the star while everyone else is the audience. And yes, they are often adorable and charming and amusing—but only until around the age of six.

(I've actually seen an NSO get up and leave the room when the conversation shifted from his accomplishments. "What's the matter?" I asked when I found him standing on the terrace, brooding darkly. "Oh, I don't know," he replied, "but all of a sudden the talk started getting so superficial." *Aagh!*)

Another group of showoffs—much more sympathetic types—are showoffs who are basically insecure. And while there is no easy way to distinguish the insecure from the narcissists and competitors, you may figure out which are which by whether you have the urge to reassure or to strangle them. [Taken from Viorst, J. (1984). *What, me? Showing off?* In R. E. Decker (Ed.), *Patterns of exposition 10* (pp. 46-54). Boston: Little, Brown.]

36. What is this passage mainly about?

- ways that people interact with one another
- people's need for reassurance
- the problems caused by showing off
- some forms of showing off

37. The passage begins in the middle of a larger article. What did the author probably discuss *immediately* before this passage?

- kinds of showing off that are not so bad
- the most disturbing types of showing off
- the psychology of human interaction
- some specific social problems that people often have

38. What relation is implied between Hertz and Avis?

- They are competitors and Hertz is winning the competition.
- They are competitors and Avis is winning the competition.
- They were once competitors but now cooperate.
- Avis is irrelevant to Hertz's interests.

39. If your classmate spends an hour telling all of you how interesting and exciting her life is, in a way that makes you very annoyed, and she does not seem to notice this reaction at all, the author would probably say this person is

- a narcissistic showoff.
- a competitive showoff.
- an insecure showoff.
- not really a showoff at all.

